



**Flavors and Taste:**  
**A Training Module for**  
**School Nutrition Professionals**



## **Acknowledgements**

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# SELECT Module: Flavors and Taste

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## LESSON OVERVIEW

**Target Audience:** This lesson is appropriate for use in professional development with school kitchen staff, kitchen managers, regional managers, area specialists, and school system food & nutrition central staff. It can also be adapted to use with students, educators and administrators, families, and partners.

**Time to Conduct Training:** 90 minutes.

### USDA Professional Standards Training

- Key Area: 4
- Code: 4100 Communications and Marketing

**Description of Training:** This lesson provides foundational and experiential knowledge about flavors and taste for adults who work in school food service; and differentiates between sensory and opinion-based language used to describe food. Topics include:

- The Five Senses
- Flavor categories
- Building a culinary vocabulary for flavors and taste

**Objectives:** At the end of this lesson, participants will be able to:

- List the five senses
- Identify the four main flavor categories
- Differentiate between sensory words and opinion words used to describe foods

### Materials in this Training Resource:

- Preparation checklist
- Lesson at a Glance
- Instructor's script
- Participant Sign-in Sheet
- Participant Pre-Assessment Worksheet
- Participant Post-Assessment Worksheet
- Participant Note Taking Worksheet
- "The Five Senses" Visual Aid
- "Taste Bud" Visual Aid
- "Sensory and Opinion Words" Activity Worksheets





## PREPARATION CHECKLIST

**Directions:** Use these checklists to prepare for the training session. Track progress by checking off tasks as they are completed.

### Tasks to complete 4 days – 7 days before the scheduled training

TASK	ASSIGNED TO	DONE
<b>Print materials (1 copy each)</b> <ul style="list-style-type: none"> <li>Instructor’s Script</li> <li>Participant Sign-In Sheet (add the date, location, and trainer’s name to the sheet before printing. Pre-registered participant names may also be added.)</li> <li>Visual aid: “The Five Senses”</li> <li>Visual aid: “Taste Bud” Picture</li> </ul>		
<b>Print materials ( 1 per participant)</b> <ul style="list-style-type: none"> <li>Participant Pre-Assessment Worksheet</li> <li>Participant Post-Assessment Worksheet</li> <li>Participant Handout/Note Taking Worksheet</li> </ul>		
<b>Print “Sensory or Opinion Words” activity materials</b> Determine if participants will be working individually, in pairs, or in small groups. Make the appropriate number of copies of the activity sheet as required.		
<b>Gather other training materials</b> <ul style="list-style-type: none"> <li>Pencils or Pens (one for each participant)</li> <li>Hand sanitizer</li> <li>Single use gloves</li> <li>Tape, thumb tacks, magnets, etc. (to hang the posters/signs)</li> </ul>		
<b>Review training module materials:</b> Trainer(s) should review the lesson, assign tasks, and determine any additional steps or information needed for a successful training.		

### Materials to gather 1 day – 3 days before the scheduled training

TASK	ASSIGNED TO	DONE
<b>Tasting Activity Supplies (one for <u>each</u> participant)</b> <ul style="list-style-type: none"> <li>Sugar Cube</li> <li>Coarse Sea Salt</li> <li>Slice of lemon</li> <li>Unsweetened cocoa powder, OR sliced radish</li> <li>Paper plate</li> <li>4 tasting cups</li> <li>Napkins</li> <li>Cup (for water)</li> <li>Optional: a Pitcher for serving water during the tasting activity</li> </ul>		



### Tasks to complete 1 - 2 hours before the scheduled training

TASK	ASSIGNED TO	DONE
<p><b>Sign-In Station:</b> set up a station for participants to sign in when they arrive. This station should be located near the entry to the training room if possible.</p> <ul style="list-style-type: none"><li>• Participant Sign In Sheet</li><li>• 2 pens</li></ul>		
<p><b>Trainer's Table:</b> set up a table at the front of the room where it will be convenient for the trainer(s) to access these training materials</p> <ul style="list-style-type: none"><li>• Instructor's Script</li><li>• Participant Handouts</li><li>• Pre and Post Assessments</li><li>• Materials for tasting activity</li><li>• Pens and pencils for participants</li></ul>		
<p><b>Set up Five Senses Activity:</b> place each of the five senses posters around the room in the locations where they will be used by participants for the activity. Have chart paper or notebook paper, and markers or pens available at each station.</p>		
<p><b>Tasting Activity:</b> set up the components for the tasting activity so they are ready during the training. Follow safe food handling practices for food items.</p>		





## LESSON AT A GLANCE

(90 Minutes)

Time	Topic	Task	Materials
15 minutes	Introduction and Pre-assessment	Instructor gives a brief overview and conducts the pre-assessment.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● Pre-Assessment</li> <li>● Participant Note Taking Worksheet</li> </ul>
5 minutes	The Five Senses Foundational Knowledge	Instructor reviews the five senses and the types of sensory information experienced through each sense.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> </ul>
20 minutes	ACTIVITY: The Five Senses	Participants connect how they use their five senses to experience a meal, and identify how students use their five senses to experience a school cafeteria meal.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● The Five Senses Posters</li> <li>● Chart paper/paper</li> <li>● Markers or Pens</li> <li>● Sensory and Opinion Posters</li> </ul>
10 minutes	Taste & Flavor Foundational Knowledge	Instructor introduces the four main categories of flavor experienced through the sense of taste.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● Taste Bud Visual Aid</li> <li>● Sensory and Opinion Posters</li> </ul>
10 minutes	ACTIVITY: Tasting Activity	Participants experience all four main categories of taste.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● Tasting Activity Materials</li> </ul>
5 minutes	The Language of Taste Foundational Knowledge	Instructor defines the difference between sensory words and opinion words to describe the taste experience.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● Sensory and Opinion Posters</li> </ul>
15 minutes	ACTIVITY: Sensory or Opinion?	Participants differentiate between sensory and opinion words used to describe foods and taste experiences.	<ul style="list-style-type: none"> <li>● Instructor's Script</li> <li>● Sensory and Opinion Posters</li> <li>● Five Senses Posters</li> <li>● Activity Handouts</li> </ul>
10 minutes	Wrap up and Post-Assessment	Instructor reviews basic concepts and conducts the post-assessment.	<ul style="list-style-type: none"> <li>● Post-Assessment</li> </ul>





## INSTRUCTORS SCRIPT

### Introduction and Pre-Assessment

(15 minutes)

**SAY:**

Welcome to today's training on Flavors and Taste. My name is \_\_\_\_\_. *(Note: Introduce any other trainers, program leadership, or special guests in the room. If participants do not know each other, briefly acknowledge the schools or programs of training participants.)*

**SAY:**

Today's lesson will focus on helping you to understand the experience of taste, flavors, and how to effectively communicate about a taste experience with your students, staff, and anyone who eats in your school cafeteria.

Before we get started, let's see how much you know already.

**DO:**

Distribute the Pre-Assessment to each participant.

**SAY:**

To show if this training material was useful, we will be using a Pre- and Post-Assessment. If you have ever taken a training with the Institute of Child Nutrition (The ICN), you are familiar with this process.

At the top of the page, you can write your name, or write some other kind of identifier. It can be the last 4 digits of your phone number, a favorite word, etc. Please remember your identifier so you can use it on the post-assessment at the end of the training. Answer the questions by yourself to the best of your ability. We will go over the content during the training, and review the answers at the end. This activity should take about 5 minutes, and is to be done individually.

**DO:**

Collect the Pre-Assessments as they are completed. Set them aside to score them after the training is complete.

**SAY:**

Before we begin, did anyone have breakfast today? If so, what did you have? How was it?

*(Note: Responses to this casual question will be used later in the lesson to illustrate the difference between sensory words and opinion words.)*

**DO:**

Distribute Participant Note Taking Worksheet.



## The Five Senses – Foundational Knowledge

(5 minutes)

### **SAY:**

Today we are going to start out with the basics. Human beings have five senses. Our senses allow us to take in lots of information about the world in various ways.

Many people learn the basics about the five senses in elementary school. We will be talking about and using our five sense during this training.

The five senses are:

- Touch - the ability to detect textures, temperatures, pressure, shapes. Nerve cells in the skin are used for the sense of touch.
- Smell - the ability to detect odors and aromas. The nose is the primary organ used for sense of smell.
- Taste - the ability to detect flavors. Taste buds in the mouth, on the tongue, and in the throat are used for the sense of taste.
- Hearing - the ability to detect sounds. We use our ears to hear.
- Sight - the ability to see colors, shapes, objects. We use our eyes to see.

## Activity: The Five Senses

(20 minutes)

### **SET-UP:**

Place the posters for each of the five senses (Sight, Sound, Touch, Smell, Taste) around the room, placing them on different tables or taping them to the walls. Have the “Sensory” poster and the “Opinion” poster within reach for use during this activity.

### **SAY:**

All five of our senses are used when we interact with food. When people choose, prepare, and eat food, our senses are taking in information about the food and our surroundings. As an example, let’s think about a Thanksgiving dinner. Close your eyes for few moments, and let’s imagine what we experience with our senses.

Now that we have our eyes closed, imagine what you see on Thanksgiving Day. Maybe the trees are changing colors. There could be Thanksgiving decorations or special table settings.

Imagine what you hear. Perhaps family and friends are talking, a football game is on TV, the clanging of pots and pans, the sizzling of food in a hot pan, the bubbling of boiling water, laughter, etc.



Imagine some of the things you touch on Thanksgiving: hot turkey and stuffing, cold iced tea or other beverages, lumpy mashed potatoes or gravy, crunchy turkey skin, tender (or tough) pie crust.

Think of the foods you can identify by smell with your eyes closed: roasting turkey, sage in the stuffing, hot bread or rolls, sweet brown sugar, maybe some apple cider.

Finally, imagine the things you taste: sweet apple pie, salty gravy, tangy cranberry sauce, savory gravy.

**SAY:**

Okay, let's open our eyes.

How are you feeling? Did you enjoy thinking about Thanksgiving Dinner?

**LISTEN** for responses.

**SAY:**

We used our imagination to think about our sensory experience of Thanksgiving. (Hold up Sensory poster.)

How we feel or what we think about our sensory experiences are our opinions. (Hold up Opinion poster).

**SAY:**

When our students come to the cafeteria, come through the line, and sit down to eat, they have a sensory experience, and form opinions. What students experience will differ from school to school and day to day. The next activity will get us thinking about how our students use their senses during school meals.

There are five stations around the room – each one has a poster for one of the five senses. In a moment, you'll go to one of these stations and spend a few minutes thinking about how students use that sense to experience school lunch in your cafeteria. After a few minutes, we'll share out with the group.

**DO:**

Sort participants into small groups by counting off 1 to 5 and direct them to a station. Once participants are ready at their station, remind them of the instructions for this activity.

**SAY:**

Now that you're in your small group, talk about how students use the sense on your poster to experience school lunch. Write some examples with the paper and pens provided. You have (5) five minutes, then we'll share with the group.

**DO:**

Help any groups that may be distracted or struggling to come up with examples. Provide a "30 second wrap up" announcement to allow groups to finish final thought before sharing.



**SAY:**

Now let's share out some of the examples you've come up with.

**DO:**

Allow each group to share a few examples. Reinforce the examples of sensory experiences. If any of the examples are opinion examples, make a note and refer to them later when discussing opinions.

**SAY:**

Thanks for your participation in this activity. Let's return to our seats.

**DO:**

Allow a moment for participants to return to their seats.

## Taste and Flavor – Foundational Knowledge

(10 minutes)

**SET-UP:**

Have the "Sensory" and "Opinion" posters, and the "Taste Bud" visual aid at hand for use during this section.

**SAY:**

Although we experience food and flavors and taste with our body's senses, the information is processed in our brains, and we form opinions.

An OPINION is a judgement based on experiences.

For example, on your birthday, if you have a big slice of cake, and people sing and give you presents, you may form a positive opinion of cake.

As another example, if you'd never had a lemon and someone gave you a slice of lemon and told you it was sweet like candy, then you took a bite and realized it was sour and bitter, you might form a negative opinion of lemons, or sour or bitter foods.

**SAY:**

Let's look more closely at the sense of taste. Taste is the ability to detect flavors. We experience taste in our mouth.

In the past, some people thought that different flavors could be tasted only on specific areas of the tongue. Now, more is known about how taste buds work.



**SAY:**

Taste buds are located inside our mouths, not only on the tongue, but also under the tongue, on the roof and sides of the mouth, and the back of the throat. Each taste bud has the ability to detect four basic flavors:

- Simple and complex sugars, which are sweet
- Acids, which are sour
- Sodium chloride and other salts, which are salty
- Alkaloids, which are bitter

If you have your worksheet, you can write the four main flavors:

- Sweet
- Sour
- Salty
- Bitter

[Optional information for an advanced group: You may also have heard of a flavor that is referred to as “umami” (pronounced oo-**maa**’-mee), which refers to a complex flavor from certain amino acids present in foods like ripe tomatoes, sautéed mushrooms, and seared steaks. We will not be covering complex flavors in this lesson.]

**SAY:**

The four basic flavors we can taste – sweet, sour, bitter, salty – are all experienced in the mouth, but the sense of smell is closely tied to taste. Have you ever been told to “hold your noes” when you took medicine that tasted unappealing? IF you hold your nose, you cannot smell. IF you cannot smell, your sense of taste is dulled. You can’t taste the flavors as well.

Certain factors can also affect a person’s ability to taste. For example:

- Age – taste buds of young children are more sensitive but less developed than teenagers and adults; the ability to identify and differentiate tastes may decline as we age, particularly after age 70.
- Illness or use of medication – if you are sick with a stuffy nose, you cannot taste food as well; certain medicines can make flavors taste different (e.g., chemotherapy).
- Genetics – scientists who research the senses of taste and smell estimate that 10-25% of people are “supertasters,” whose genetics may give them the ability to detect more flavors than average people; 25-30% of people have genetics that make it harder for them to detect certain flavors.
- Life choices – smoking or using tobacco products diminishes the ability to taste salty flavors.
- What you like to eat – many spicy foods can damage certain taste bud receptors, making it difficult to taste some flavors. If you eat a lot of salty foods, your taste receptors become “desensitized” to salty flavors.



**SAY:**

Texture and temperature also affect what a person tastes. An apple that is crunchy is different than one which is mushy or mealy. Creamy peanut butter is different from crunchy peanut butter. A cold piece of pizza is different from a hot piece of pizza. These descriptions of differences in texture and temperature are related to the sense of touch, and also contribute to what is sometimes referred to as “the experience of taste.”

Everyone has a different experience of taste, which is one reason why it is important to let the kids we serve taste things that we may not like ourselves.

## Tasting Activity

(10 minutes)

**SET-UP:**

Participants will interact with the tasting plates prepared for this activity. Make sure there are cups and water available for people to “clear their pallet” between tasting of each of the items. If necessary, announce any allergens in the cocoa powder (some may contain trace amounts of nuts), or any other item used in the tasting. Be aware that some participants may opt out of tasting certain items for medical reasons (e.g., sugar may be an issue for people with diabetes; salt may be an issue for people with high blood pressure or heart disease). Do not force anyone to participate in this activity.

**SAY:**

Now that we can identify the four main categories of flavor, let’s use our senses to experience and taste them.

There are four cups on your tasting plate. Each one has a different food item. First, look at each of the items, and see if you can tell what they are.

- There are two white items. Can anyone detect a smell from either one? One is a cube and one is coarse flakes/granules. Who can guess what they are? (Sugar cube and salt)
- There is a yellow item that may smell familiar. Who can guess what it is? (Lemon slice)
- There is a brown powder that may smell familiar. Who can guess what it is? (Cocoa powder)

**SAY:**

Now that we have identified what each item is, do you have an expectation about how each one will taste?





**SAY:**

Most of us have expectations about what each item tastes like. For this activity, we are going to taste these items while holding our nose. I'll show you what I mean. To taste the sugar cube, first I'll hold my nose, then I'll lick the sugar cube.

**DO:**

Hold your nose and lick the sugar cube. Demonstrate the appropriate amount of time to keep holding your nose after tasting – about 5-10 seconds.

**SAY:**

After a few seconds, release your nose see if the flavor changes. (Remember to keep breathing through your mouth.)

Now it's your turn.

Each of these four items represents a different category of flavor. Taste each one, first holding your nose, then releasing your nose. Pay attention to what you taste, and if it changes when you are able to use your nose.

There are cups and water so you can cleanse you pallet between tasting each item. When we're finished, we'll talk about what we tasted.

We'll take about 3-4 minutes for this activity.

**DO:**

Allow participants to taste the four items. Help redirect any participants who are distracted or not engage. Allow any participants to opt out of tasting a particular item if needed. Provide a "30 second wrap up" announcement to allow participants to finish the tasting activity.

**SAY:**

Does anyone want to share anything from their tasting experience today? Was anything a surprise to you? Was there a flavor or flavors you prefer?

**LISTEN** for responses.

## The Language of Taste – Foundational Knowledge

(5 minutes)

**SAY:**

Many different words can be used to describe food. Most descriptive words about food fall into one of two categories:



- Sensory words – words that describe how the food can be experienced through one of the five senses (sight, smell, taste, touch, sound)
- Opinion words – related to what a person thinks about a food (good, great, delicious, gross, nasty, bad, icky, smashin', awesome, etc.)

### SAY:

Let's think back to the people who shared what they ate for breakfast this morning. (Insert examples from what was shared casually/conversationally at the beginning of this training. As an example, "Jenny said she had oatmeal and it was good. Does that tell us anything about the flavor or the texture?" No, she was not using sensory words to describe her food. She was describing an opinion.)

Now I want you to think for a moment about your favorite food. Think about what it smells like, tastes like, and how it makes you feel. Try to remember the first time you tasted that food. There must have been a "first taste," even if you do not remember it. When we are born, we have not yet tasted food. Remember that we form opinions based on our sensory experiences. If you had a bad experience with your favorite food the first time you tasted it, it may not have ended up being your favorite food.

Words to express opinion about food can be very powerful. How students perceive your opinion about foods can have a strong effect on the opinions they form about foods.

### Activity: Sensory or Opinion

(15 minutes)

#### SET-UP:

This activity utilizes the "Sensory and Opinion Words" sheet. When preparing for the training, select the method that will be used.

- **Activity Method 1, recommended for Small Groups (up to 25):** Working in groups for 3-5, participants will use the "Sensory and Opinion Words" sheet to sort the words into the categories of "Sensory" or "Opinion." To prepare for this activity, print up to 5 copies of the worksheet, and cut each sheet along the lines to create individual words that the participants can physically manipulate. Place each prepared worksheet into a separate envelope.
- **Activity Method 2, recommended for Medium Groups (26 to 50):** Working in pairs or small groups, participants will use the "Sensory and Opinion Words" sheet to sort the words into the categories of "Sensory" or "Opinion." To prepare for this activity, print one worksheet per participant.
- **Activity Method 3, recommended for Large Groups (more than 50):** Trainer will lead participants through the activity. Each participant will use a "Sensory and Opinion Vote" sheet to identify the category for each word. Print one copy of the "Sensory or Opinion Vote" worksheet for each participant.



**SAY:**

For our last activity, we will practice identifying sensory words and opinion words.

**Activity Method 1**

**SAY:**

For our last activity, we will practice identifying sensory words and opinion words. In a moment, you will break into small groups. Each group will get an envelope filled with slips of paper that either a sensory word or an opinion word on them. For this activity, work with your group to sort the words. Each word belongs to only one category – sensory words or opinion words.

**DO:**

Divide the participants into small groups and distribute the envelopes.

**SAY:**

Remember, sensory words describe how food can be experienced through one of the five senses; opinion words describe what a person thinks about the food. You have about 4 minutes to do this activity, then we'll share out to the group.

**DO:**

Allow participants to complete the activity. Help redirect any participants who are distracted or not engaged. If any groups are stuck on one word, instruct them to set it aside and move on. If any groups complete the activity quickly, instruct them to come up with 10 more words for each category. Provide a "30 second wrap up" announcement to allow participants to finish the tasting activity.

**SAY:**

Did anyone have difficulty picking a category for any of the words?

**LISTEN** for words that participants may have found unclear.

**SAY:**

Let's go through the words and make sure they are all in the correct categories.

**DO:**

Engage participants to verify words are in the correct categories.

- Sensory Words
  - Salty (taste)
  - Sweet (taste)
  - Sour (taste)



- Bitter (taste)
- Crunchy (touch)
- Tangy (taste)
- Creamy (taste and touch)
- Colorful (sight)
- Warm (touch)
- Chilled (touch)
- Opinion Words
  - Gross
  - Awesome
  - Nasty
  - Delicious
  - Yummy
  - Terrific

## Activity Method 2

### **SAY:**

For our last activity, we will practice identifying sensory words and opinion words. In a moment, I will pass out a worksheet, then you will break into pairs or small groups. Each group will need one pen or pencil. Once everyone has a partner or small group, I will give the rest of the directions.

### **DO:**

Pass out a worksheet to each participant. Allow a few minutes for participants to break into pairs or small groups. Facilitate this process if needed. Verify everyone has a partner or a group.

### **SAY:**

Does anyone still need to find a partner or a group?

Does your group have a pen or pencil?

For this activity, you will be working with your partner or group. First, put all of your worksheets in a pile.

Next, one person in your group should take one worksheet and write “Sensory Words” at the top.

Next, that person should take another worksheet and write “Opinion Words” at the top.

To complete this activity, work with your group to determine which category each word belongs in. For the worksheet labeled “Sensory Words,” circle all the words that belong in that category, and cross out the ones that do not belong. Do the same for the worksheet labeled “Opinion Words.”



Remember, sensory words describe how food can be experienced through one of the five senses; opinion words describe what a person thinks about the food. You have about 4 minutes to do this activity, then we will share out to the group.

**DO:**

Allow participants to complete the activity. Help redirect any participants who are distracted or not engaged. If any groups are stuck on one word, instruct them to set it aside and move on. If any groups complete the activity quickly, instruct them to come up with 10 more words for each category. Provide a “30 second wrap up” announcement to allow participants to finish the tasting activity.

**SAY:**

Did anyone have difficulty picking a category for any of the words?

**LISTEN** for words that participants may have found unclear.

**SAY:**

Let’s go through the words and make sure they are all in the correct categories.

**DO:**

Engage participants to verify words are in the correct categories.

- Sensory Words
  - Salty (taste)
  - Sweet (taste)
  - Sour (taste)
  - Bitter (taste)
  - Crunchy (touch)
  - Tangy (taste)
  - Creamy (taste and touch)
  - Colorful (sight)
  - Warm (touch)
  - Chilled (touch)
- Opinion Words
  - Gross
  - Awesome
  - Nasty
  - Delicious
  - Yummy
  - Terrific



### Activity Method 3

**SAY:**

For our last activity, we will practice identifying sensory words and opinion words. In a moment, I will pass out a paper. When everyone has a paper, I will explain the activity.

**DO:**

Distribute the “Sensory or Opinion Vote” worksheet. When each participant has a worksheet, explain the activity.

**SAY:**

We have talked about Sensory words and Opinion words. In this activity, we will practice what we have learned.

Everyone should have a worksheet. One side of the worksheet has the word “Sensory.” Everyone hold up your worksheet and show me the side that says “Sensory.” (Pause to allow participant response.) Excellent!

If you flip your paper over, you will see the word “Opinion.” Everyone hold up your worksheet and show me the side that says, “Opinion.” (Pause to allow participant response.) Excellent!

Now it is time to practice. I have a list of words that can be used to describe food. When I say a word, you hold up your sign to let me know if you think it is a sensory word or an opinion word. Remember, sensory words describe how food can be experienced through one of the five senses; opinion words describe what a person thinks about the food.

Let’s start with an easy one. The first word is “Sweet.” Is sweet a sensory word or an opinion word?

(Pause for a few seconds to allow participants to hold up their worksheet.)

If you said, “Sensory,” you are correct! Sweet is a sensory word. We experience sweet through the sense of taste.

Let’s try some others.

**DO:**

Continue the activity with the following words.

- Sour – sensory/taste
- Salty – sensory/taste
- Bitter – sensory/taste
- Awesome – opinion
- Tangy – sensory/taste



- Nasty – opinion
- Yummy – opinion
- Chilled – sensory/touch
- Crunch –sensory/touch
- Gross – opinion
- Colorful – sensory/sight
- Delicious – opinion
- Creamy – sensory/touch and taste
- Warm – sensory/touch
- Terrific – opinion

## Wrap Up and Post-Assessment

(10 minutes)

**SAY:**

Let's review.

Today we reviewed the five senses: sight, smell, touch, taste, and hearing.

We talked about how the four main categories of taste: sweet, sour, salty, and bitter.

We differentiated between words that describe a sensory experience from words that express opinions about food.

Now it is time to show what you know with the Post-Assessment.

**DO:**

Distribute the Pre-Assessment to each participant.

**SAY:**

At the top of the page, you write the same identifier you used for the pre-assessment. Answer the questions by yourself to the best of your ability. This activity is to be done on your own. When you are finished, turn your paper over.

**DO:**

Collect the Post-Assessments as they are completed. Set them aside to score them after the training is complete. Once all the assessments are complete and collected, you may share the correct answers if you wish.



**SAY:**

*If available, make a statement from program leadership regarding any goals, action items, or expectations regarding how participants will apply the knowledge from this training. If no statement is available, say the following:*

Understanding senses, flavors, and the experience of taste will help you to serve and promote the food offered to students in your program. When you return to your school kitchens, your managers and leadership will talk with you more about applying this knowledge to your work.

Thank you for participating in today's training.





## HANDOUTS, WORKSHEETS, AND VISUAL AIDS

1. Flavors and Taste Sign-In Sheet
2. Flavors and Taste Pre-Assessment and Post-Assessment
3. Flavors and Taste Participant Notes Worksheet
4. Flavors and Taste Activity – Sensory or Opinion Words Handout
5. Flavors and Taste Activity – Sensory or Opinion Vote Handout
6. Flavors and Taste – Five Senses Visual Aids
7. Flavors and Taste – Taste Buds Visual Aid



# Sign-In Sheet

Date:

Start/End Time:

Instructor(s):

Total Training Hours:

Participant Name	School/Program	Signature
------------------	----------------	-----------

1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

SELECT: Flavors and Taste Training

# Sign-In Sheet

Date:

Start/End Time:

Instructor(s):

Total Training Hours:

Participant Name	School/Program	Signature
------------------	----------------	-----------

16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Date \_\_\_\_\_

Unique Indicator: \_\_\_\_\_

# SELECT: Flavors & Taste

## PRE-ASSESSMENT

1. List the five senses.

2. List the four main categories of flavor.

3. Circle the Sensory words.

Crunchy	Gross	Tangy	Awesome
Delicious	Sweet	Creamy	Nasty

4. Circle the Opinion words.

Crunchy	Awesome	Tangy	Gross
Delicious	Sweet	Creamy	Nasty

# SELECT: Flavors & Taste

## POST-ASSESSMENT

1. List the five senses.

2. List the four main categories of flavor.

3. Circle the Sensory words.

Crunchy	Gross	Tangy	Awesome
Delicious	Sweet	Creamy	Nasty

4. Circle the Opinion words.

Crunchy	Gross	Tangy	Awesome
Delicious	Sweet	Creamy	Nasty

# SELECT: Flavors & Taste

## Participant Handout

**What are our five senses?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**What are the four main flavor categories?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**List 3 examples of *SENSORY* words:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**List 3 examples of *OPINION* words:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

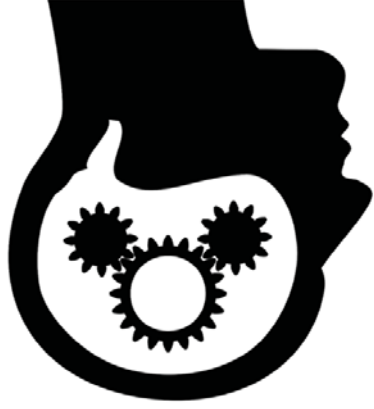
NOTES:





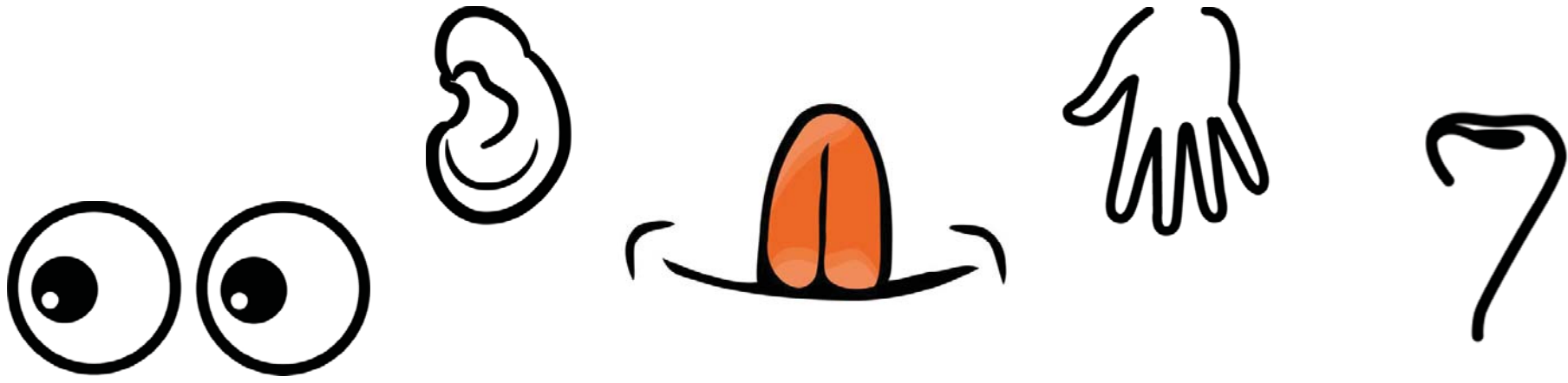
 Salty	 Sweet
 Sour	 Bitter
 Crunchy	 Gross
 Tangy	 Awesome
 Creamy	 Nasty
 Delicious	 Yummy
 Terrific	 Colorful
 Warm	 Chilled





a judgement based on our  
experiences

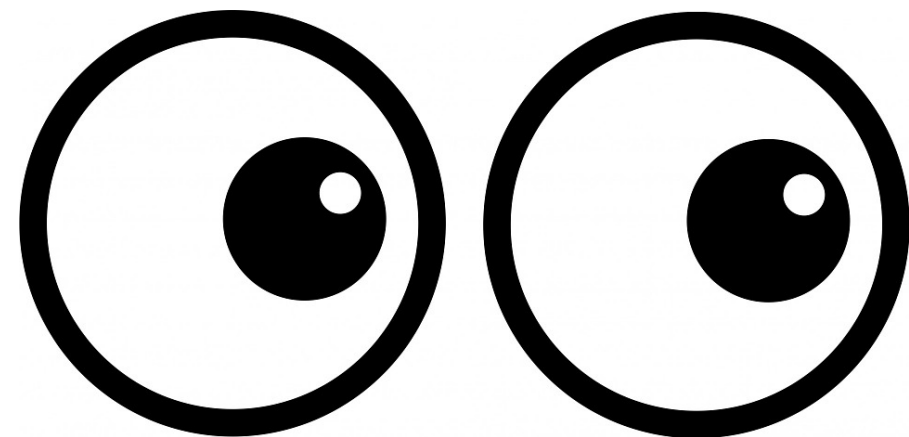
# OPINION



**SENSORY**

# SIGHT

the ability to see things  
with your eyes





# SOUND

the ability to hear things  
with your ears







# TOUCH

the ability to feel things  
that can be touched





# **SMELL**

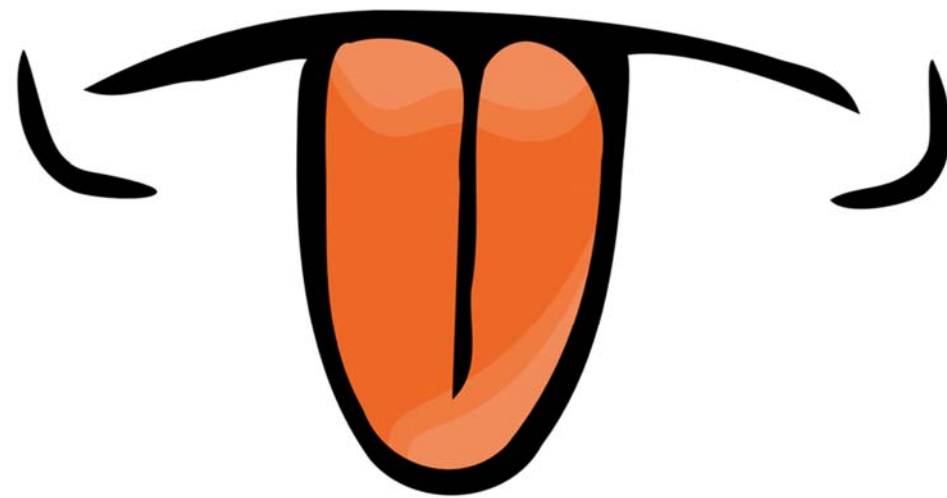
the ability to detect odors  
or scents with your nose





# TASTE

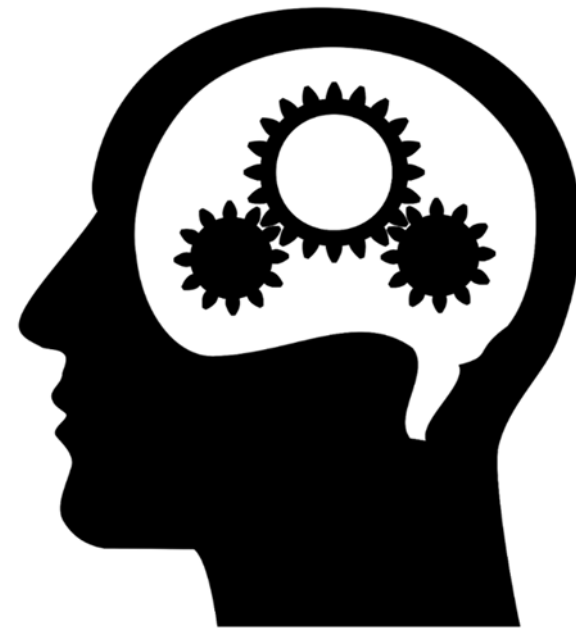
the ability to detect flavors  
with the taste buds in your mouth





# OPINION

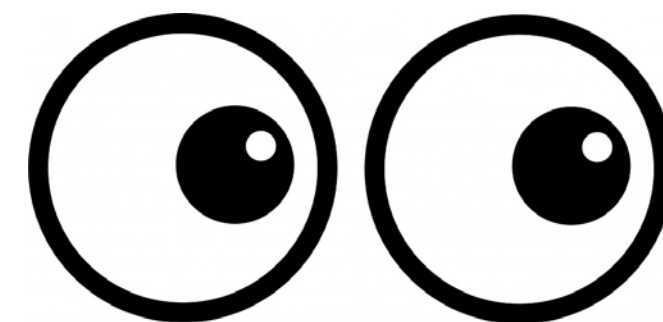
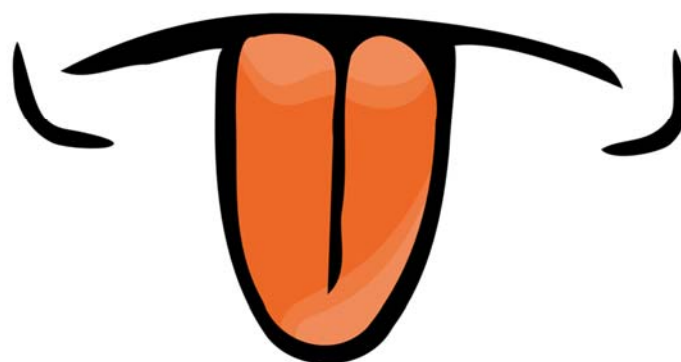
a judgement based on our  
experiences





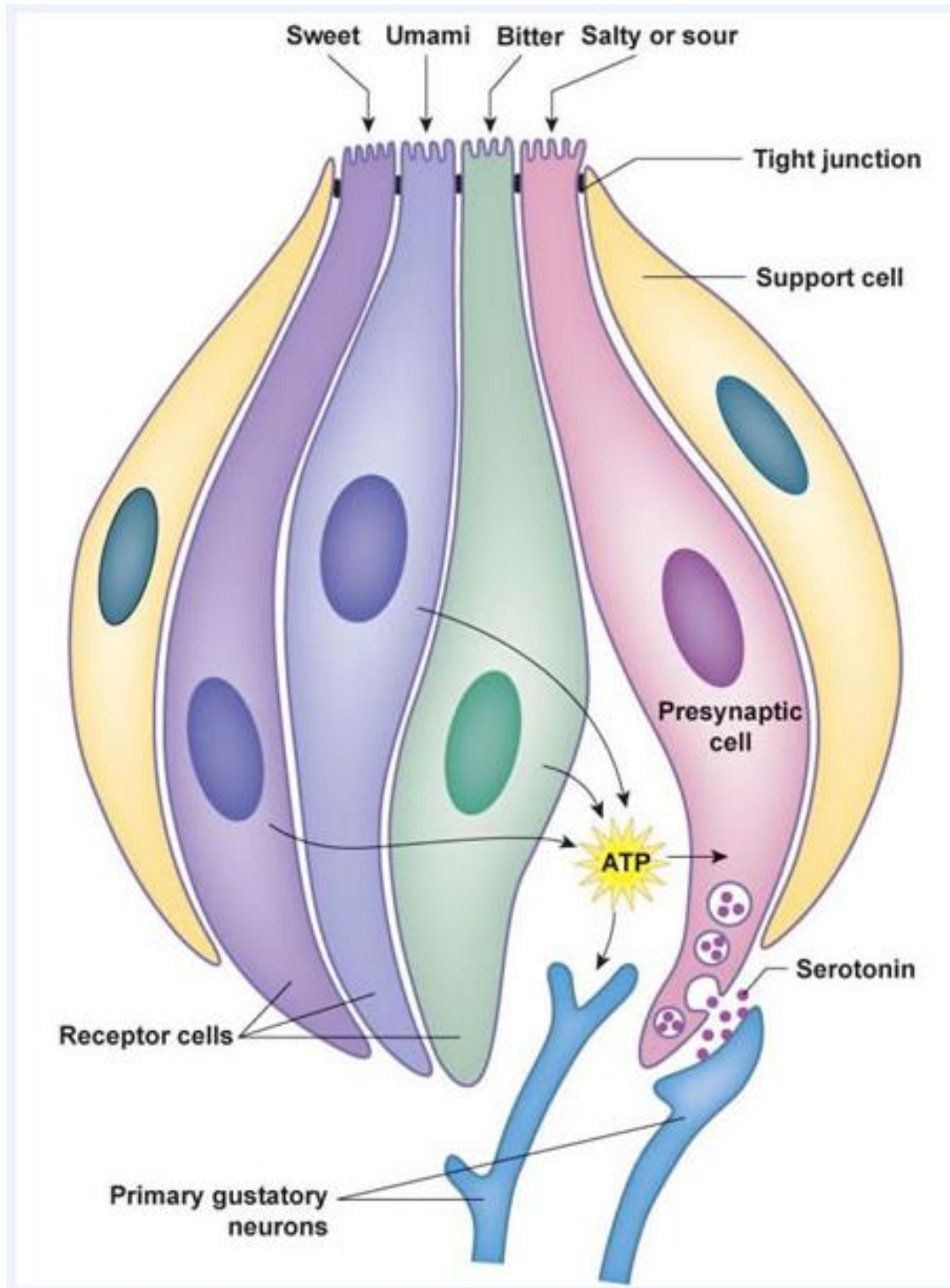


# SENSORY





# Taste Bud





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- (2) fax: (202) 690-7442; or
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